

## Why the Data are Reported

- To gather student information on English Learner and Immigrant students enrolled on October 1 of each school year and to consolidate data needs for the Office of English Learning and Migrant Education.

## What the Data Impact

- Enrollment counts of English learners for generating per-pupil funding for Title III (federal grant)
- Enrollment counts of English learners for generating per pupil funding for Non-English speaking program (state grant)
- Enrollment counts of immigrant students for Title III Significant Immigrant Influx (federal grant)
- English language development program required by Lau v. Nichols (1974)
- English language proficiency placement from testing results and annual assessments for accountability purposes
- Public reporting on percentage of English learner students (INview)

## Audience

This is a required collection for:

- Public schools (both Traditional and Charter)
- Nonpublic schools participating in the Choice Scholarship program
- Accredited Nonpublic schools not participating in the Choice Scholarship program
- State Schools (Department of Correction, Indiana School for the Deaf, Indiana School for the Blind)

## Reporting Data Timeline

BEGINS	COUNT DATE	NOTES	CERTIFICATION CYCLE
July 1 each school year	October 1 each school year (or adjacent business day if October 1 falls on a weekend)	Submission Errors, Conflict Resolution, and Informational messages available	Certification (sign-off) November 1 - 5, 2021

**When a certification cycle closes and the data are considered final by the state, no corrections or additions are allowed.**

## Important Information

- English Learner counts for certification will be based upon the October 1, 2021 active student school associations (enrollment) records where the primary school is indicated as "True".
- PK immigrant students must be between ages 3 and 5 as of October 1st of the reporting school year.
- KG-13 grade level students must be between ages 3 and 21 as of October 1st of the reporting school year.
- English language Proficiency levels are derived from the Student (STN) record.
- Instrument Used to obtain the student's proficiency level is derived from the Student (STN) record.
- English language Proficiency level is determined from the most recent results of either:
  - Previous WIDA ACCESS, Alternate ACCESS or placement test results
- Length of US enrollment to identify immigrant students are derived from the Student (STN) record; calculated from US initial school entry date when birth country other than USA is provided.
- English learner data must be provided for all English learning students in a corporation or school whether or not the parents have opted their student out of EL services.

## Instructions and Information

### Student Record:

- A Student (STN) record must exist in order to obtain:
  - Birth Country
  - Language
  - Current English proficiency level
  - EL Proficiency Instrument Used
  - US Initial School Entry Date

Refer to the Data Exchange Student Reporting document for detailed instructions on providing student records.

### Student School Associations Record:

- A Student School Associations (enrollment) record must exist in order to append a Student Program Associations-English Learner record
  - Refer to the Data Exchange Enrollment Reporting document for detailed instructions on providing student school associations (enrollment) records including:
    - reporting correct entry dates
    - reporting correct exit dates
- Report Primary School as “True” or “False” accurately (see guidance on page 4 of Enrollment Reporting doc)
  - **Primary = True**
  - **Primary = False**
  - Identifying the primary school accurately will assist with conflicts; two schools reporting “True” will create a conflict.

### Student Program Associations-English Learner Record:

- Report accurate Student Program Associations for English Language Learners when a student is eligible for:
  - Content-based ESL
  - Dual Language/Immersion
  - ESL
  - ESOL
  - Heritage Language
  - Pull-out ESL
  - Regular Education
  - Sheltered English
  - Structured Immersion
  - Transitional Bilingual Education (TBE)
- Students reported with an active school association (enrollment) record where the school is identified as primary ‘true’ on October 1st AND any of the English Language Learner programs will be included in one of the English Learner, FEP, FNA, or No Assessment counts (based on the student’s proficiency level) on the English Learner and Immigrant certification summary.
- Students reported with an inactive school association (enrollment) record AND any of the English Language Learner programs on October 1st will not be included in the English Learner and Immigrant certification summary.
- Report an accurate begin date when the student enters an ELL program which may be one of the following:
  - First day of enrollment to the school if student already has previous EL program type that will remain the same (used for returning or mobile students)
  - First date of identification in the program (i.e. via a placement test)
    - Historical date allowed for reporting the first date of identification in the program.
  - First date of entering into a new ELL program (i.e. changing from Content-based ESL to Pull-out ESL)
- Report an accurate end date from one of the ELL programs (not necessarily exiting from EL status) when the student has one of the following: (Exit code will be 99=no longer qualifies)
  - Student Graduates
  - Student changes programs (i.e. ESL to Regular Education)
- Schools ***DO NOT*** report end dates to the ELL program when a student exits the school.
- Student Program Associations for English Learners will be used to publish the percentages of English Learners sub-group for a district or school on the IDOE INview web page.

## Instructions and Information cont'd

### Foreign Exchange - Student Program Associations-English Learner Record:

- Report accurate Student Program Associations for Foreign Exchange when a student is eligible for:
  - Foreign Exchange
- Foreign Exchange students must have an additional English Language Learners program type association record providing the English Language Learners program name when the student's language code is anything other than English (211).
- Foreign Exchange students must have a proficiency level provided and the instrument used to obtain the level provided on the student record when the student's language code is anything other than English (211).
- Foreign Exchange students must have a birth country provided outside of the US or US territories.
- Foreign Exchange students with an active student school association (enrollment) record and an ELL program record will be counted in the certification summary based upon their proficiency levels.
- Foreign Exchange students with an active Foreign Exchange program association will be identified as a student in the Foreign Exchange program.
- Foreign Exchange students returning to their 'Home Country' or exiting the school must have an exit code of 27 provided on the student school association (enrollment) record on the last day of the school calendar to remove the student from a school's cohort.

### Students not reported with a English Language Learners Program Association:

- Students with a hearing impairment and who rely on American Sign Language and the native language is English.
- Students with their original Home Language Survey (HLS) indicating only English for all three questions.
- Students reaching age 22.
- Students not enrolled and attending; only reported with a student school association (enrollment) record for purposes of providing special education services or title services.
- Home School students dual enrolled at a public or non-public school.

### Student Immigrant Student Record:

- Immigrant student count will be derived from the student (STN) record utilizing:
  - Birth Country
  - US Initial School Entry Date
  - Birth Date
- Students reported with an active enrollment record where the school is identified as primary 'true' on October 1st will be included in the Immigrant counts on the English Learner and Immigrant certification summary.

### Miscellaneous Reporting Guidance:

- Students newly enrolled with a language other than English indicated on the original Home Language Survey (HLS) **MUST** be given the placement test appropriate for their grade level: KG Screener (code as W-APT for 2021 count) or WIDA Screener.
- Students with IEPs **MUST** be assessed. IEPs cannot prohibit assessment.
- Proficiency levels and instrument used to determine the level are provided on the Student (STN) record.

## Conflict Resolution

- English Learner Conflicts occur when two or more schools submit student school associations (enrollment) records with the same or overlapping dates for the same STN where both schools are identified as primary "True".
- Records creating a conflict will cause the student to have a status of 'excluded' for certification in **ALL** the conflicting schools. Conflict records not resolved will not be counted in **ANY** school's certification totals.
- Conflicts are to be resolved in a timely manner.
- To resolve conflicts:
  - Verify accuracy of data in the school's SIS and if needed make any necessary corrections.

- Enrollment records cannot have matching entry/exit dates between two schools. Students cannot be reported as actively enrolled in more than one school on any given date.
- Contact the school provided in the conflict message to resolve any necessary data corrections.
- Utilize the Data Exchange Contact report found on the Overview tab to locate the person and email to assist with resolving the conflict.

## **Terms**

### **Student School Association:**

- Enrollment record – associates the student to the school with entry/exit dates and grade level of the student for certification of English Learner program associations

### **Non-English Speaking Student:**

- Student's original Home Language Survey (HLS) identifies as least one of the following as 'true':
  - The native language of the student is other than English
  - The language most spoken by the student is other than English
  - The language spoken most often by the student in the student's home is other than English.

### **English Learner:**

- Non-English speaking student who has not yet obtained English proficiency (based on an approved assessment).

### **Immigrant Student:**

- Does not have to be an English Learner
- Student age 3-21 as of census/count date of the reporting school year and NOT born in the US or US territories
- Student has not been attending a US school for more than three full academic years; including kindergarten and homeschooling (pre-school does not count)
- Age at which the student came to the United States does not affect immigrant status

### **Foreign Exchange Student:**

- Student participating in a Foreign Exchange program agreement
- Student is not living in the US or US territory with a F1 Visa
  - these students are not considered foreign exchange students for purposes of reporting a foreign exchange program association record

### **Primary School:**

- Primary School = True – Student is enrolled and attending the majority of their day
- Primary School = False – Student is enrolled and attending less than the majority of their day

### **Student Program Association for English Language Learners:**

- Associates the student for reporting any of the English Language Learners programs.

## **English Language Learner Program Definitions**

<b>Content-based ESL</b>
Approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).
<b>Dual Language/Immersion</b>
English learners are enrolled in classes with non-English learners and receive a minimum of 50% of their school day with instruction in the English Learner's native language and the remaining percentage in English. In a dual language program the two languages are acquired through all the subjects of the curriculum (Thomas and Collier, 2012). This program includes a 50/50, 80/20, and 90/10 model and could be a one-way or two-way program assuming the partner languages of the program are English and the student's native language.
<b>ESL</b>

English as a second language (ESL) is an educational approach in which English learners are instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the student's native language, focuses on language (as opposed to content), and is usually taught during specific school periods. The remainder of the student's educational day may have them placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (US General Accounting Office, 1994).

## **ESOL**

English language development (ELD) is instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as English as a second language (ESL), teaching English to speakers of other languages (TESOL), or English for speakers of other languages (ESOL). ELD, ESL, TESOL, or ESOL standards are a version of English Language Arts standards that have been crafted to address the specific developmental stages of learning English.

## **Heritage Language**

Develops a student's native language skills (i.e. Spanish for Spanish speakers, German for German speakers).

## **Pull-out ESL**

Limited English Proficiency (LEP) students are 'pulled out' of the regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).

## **Regular Education**

Students who have attained a proficiency level of Fluent and performs well within the school's regular education programs/classrooms. Limited English Proficiency (LEP) students whose parents have declined English language development services. Native English speaking (NES) immigrants.

## **Sheltered English**

An instructional approach used to make academic instruction in English understandable to English learners in helping them acquire English proficiency while also succeeding in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language or focusing on learning English. The Sheltered English program focuses on content knowledge and skills as the goal. Teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects (National Clearinghouse for Bilingual Education, 1987).

## **Structured Immersion**

English learners receive all their subject matter instruction in their second language. Teachers use a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). Goals are to assist English learners acquire proficiency in English while also succeeding in content areas.

## **Transitional Bilingual Education (TBE)**

An instructional program where subjects are taught through two languages; English and the native language of the student. English is taught as a second language. English language skills, grade promotion, and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of this program is to facilitate the English learner's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, L1 instruction

decreases. TBE programs vary in the amount of native language instruction provided and the duration of the program (US General Accounting Office 1994). TBE programs may be early-exit or late-exit depending on the amount of time a student spends in the program.

## **English Learner Program Reporting Codes**

- Allowable English learner program codes can be found under Resources on the English Learner reporting page in the Data Exchange Knowledge Hub website.

## **English Learner Certification: (complete by October 15, 2021)**

- All English learner conflicts are resolved
- Verify accuracy of English learner counts (proficiency levels 1.0-4.9)
- Verify accuracy of Fluent English proficient counts (proficiency levels 5.0-6.0)
- Verify accuracy of Fluent not Assessed (FNA) counts (includes NES students)
- Verify accuracy of no Assessment provided counts (students not available)
- Verify accuracy of Immigrant counts

## **Data Elements**

The following data elements are required to successfully complete English Learner (LM) reporting.

- Schools having connection to Data Exchange API with their SIS vendor: Data Elements 1 and 2 are “building blocks” and should already exist from data reporting of student (STN) and student school associations (enrollment) records. Data Element 3-Student Program Association for English Language Learners is the final requirement to complete English Learner (LM) for certification.
  - Schools without connection to Data Exchange API with or without a SIS vendor: Data Elements 1 - 3 will be required to complete English Learner (LM) for certification.
1. Student Record including:
    - STN
    - Student Demographic Information
    - Student Address
    - Student Characteristics of Foster, Military
    - EL Proficiency Level & Instrument Used
    - Date of entry into US schools
  2. Student School Associations (school enrollment) including:
    - Student Grade Level
    - Student Entry Date
    - Student School Association Exit Date and Exit reason if applicable
    - Primary Educational Entity - True/False
  3. Student Program Associations including:
    - Program Ed Org Id
    - Program Type (English Language Learners)
    - Program Name
    - Program Begin Date
    - Program End Date and Reason Exited=99 if applicable

## **Reporting Templates**

Schools without a SIS Vendor, an Indiana Ed-Fi Certified SIS Vendor, or not connected and on-boarded will need to utilize the following template to upload the additional required data via the Data Exchange Validation Portal:

- 022-StudentProgram\_StudentProgAssociations-English Learner

## **Data Exchange English Learner Reporting (LM)**

**v10.5.21**

The template can be found on the English Learner reporting page in the Data Exchange Knowledge Hub website under Templates.

**Training and utilization of the template is provided in the IDOE Moodle “Data Exchange Training and Community” course.**

## **References**

A support ticket can be submitted at the following <https://help.doe.in.gov>

EL Webpage and Guidebook: webpage: <https://www.in.gov/doe/grants/english-learning-and-migrant-education/> ....

Guidebook: <https://www.in.gov/doe/files/IDOE-EL-Guidebook-Revised-August-2021.pdf>

## **Data Exchange Enrollment Document Change History**

Version	Change History
10.5.21	Creation of English Learner Reporting Guidance via Data Exchange
	<b>2021-2022 School Year</b>